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ABSTRACT

This review of literature organizes and categorizes recent research on at-risk students, concentrating on resilient at-risk students. Programs that have been effective in promoting the success of at-risk students are reviewed, and a file of resources on at-risk students has been compiled. The 61 resources located in this study are organized in the following ways: (1) summary of the literature; (2) summary of characteristics of at-risk students; (3) summary and analysis of effective programs; (4) summary and analysis of research on resilient students; (5) index of literature by grade level and resource type; (6) an annotated bibliography of 61 resources; and (7) a file of resources that contains copies of manuscripts local school divisions can use. Research shows that effective programs that help at-risk students are characterized by early intervention, a positive school climate, a central role for the teacher, small class size, and parent involvement. Other important components are self-esteem and support building, guidance and mental health counseling, social and life skills education, perhaps coupled with vocational education, and peer involvement. (SLD)

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A QUALITATIVE STUDY OF RESILIENT AT-RISK STUDENTS

Review of Literature

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METROPOLITAN EDUCATIONAL RESEARCH CONSORTIUM

PO BOX 842020 • RICHMOND VA 23284-2020 • Phone: (804) 828-1332 •
FAX: (804) 828-0479 • E-MAIL: jpisapia@EDUNET.SOE.VCU.EDU

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A QUALITATIVE STUDY OF RESILIENT AT-RISK STUDENTS

Review of Literature

Submitted by:

James H. McMillan
Associate Professor
Educational Studies
Daisy Reed
Associate Professor
Teacher Education

Allyson Bishop
Graduate Research Assistant
Educational Studies

Virginia Commonwealth University
June, 1992

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A Qualitative Study of Resilient At-Risk Students
Review of Literature

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OVERVIEW OF REVIEW OF LITERATURE

The purpose of this review of the literature is to:

1) Organize and categorize recent research on at-risk students.
2) Identify and summarize research directly related to resilient at-risk students.
3) Identify and summarize programs that have been effective in promoting the success of at-risk students.
4) Establish an accessible file of resources on at-risk students.

To accomplish these objectives, an exhaustive literature search was completed using a current documents search, on-line computer information services and CD Rom computer services. Also, groups such as Phi Delta Kappa and the National Dropout Prevention Center at Clemson University have been contacted in order to receive materials and information they have gathered. Articles, papers and books were compiled, read if seemingly applicable, copied, and, with the exception of some of the books, put in resource files alphabetically by author for the use of MERC teachers and administrators.

This search resulted in approximately 60 resources. These resources are organized in several ways to facilitate use by local school divisions:

1) A summary of the literature.
2) A summary of the characteristics of at-risk students.
3) A summary and analysis of effective programs for at-risk students.
4) A summary and analysis of research on resilient at-risk students.
5) An index of the literature by grade level and resource type.
6) An annotated bibliography of references.

7) A file of resources that contains copies of manuscripts for use by local school divisions.

WHAT IS THE LITERATURE LIKE THAT EXAMINES AT-RISK STUDENTS AND PROGRAMS THAT HELP AT-RISK STUDENTS SUCCEED?

As demonstrated by a recent survey of Phi Delta Kappa delegates, "at-risk/neglected/abused students" was ranked as the number one issue facing society and the profession (Frymier, 1989, pp. 2-4). As the issue of "at-risk youth" has moved more and more to the forefront of the American educational conscience a massive amount of literature on the topic has accumulated. The bulk of this literature is not research based. Most of the literature is comprised of secondary sources and opinion papers.

In the majority of secondary sources, the authors discuss a program or school that seems to be effective. Opinion papers are abundant as well. Authors of these papers pull together the pieces of the at-risk puzzle they deem to be most important. Notwithstanding the good intentions and knowledgeable ideas these authors provide, the field is in need of more controlled evaluative studies in order to assess the degree of success or failure of specific program strategies.

In looking at the research studies and the secondary sources referring to primary sources about at-risk programs, it becomes clear that a comprehensive program aimed at several different trouble spots for at-risk youth is typical. This makes sense, yet when examining the literature, it is difficult to tease out which at-risk predictors or at-risk programs truly are successful due to the lack of specificity and measurement of the variables and the authors' assumptions about programs.

Included in these literature sources are some qualitative research studies that attempt to generate data directly from workers with at-risk students or the at-risk individuals themselves. These studies attempt to increase the knowledge we have about how at-risk youth truly feel and react to different school and home experiences. These

studies hope to lead inductively to the development of knowledge which will help identify and understand the needs and experiences of at-risk individuals.

WHAT ARE THE CHARACTERISTICS OF AT-RISK STUDENTS?

Each study varies in its use of the term "at-risk". The term used to signify a "culturally deprived" child in terms of home life. It then evolved into a school definition where the at-risk child did not mesh, or fit in, with school characteristics. Currently, the at-risk problem is seen as a complex interplay of a multitude of variables -- home, school and societal -- that combine to give a student at-risk status. Some common characteristics emerge from the studies' definitions of at-risk students that result in the failure of these children to graduate from high school, attain work skills and become productive members of society:

Social/Family Background

- Sibling or parent dropout
- Low socioeconomic status -- inadequate nutrition, damage to dignity, inadequate home facilities
- Membership in an ethnic or racial minority group -- especially if english is a second language
- Dysfunctional family -- lack of structure and stability, substance abuse, physical/sexual abuse, single-parent families, lack of family commitment to school
- Lack of parent education
- Inner city, urban area
- Poor communication between home and school

Personal Problems

- External locus of control
- Learned helplessness, accepting failure

- Suicide attempt(s)
- Substance abuse
- Low self-esteem
- Teenage pregnancy
- Trouble with the law
- Learning disabilities
- Lack of life goals, inability to see options
- Lack of hope for future
- Significant lack of coping skills
- Works many hours per week
- Has responsibility of raising one or more children

School Factors

- Behavior problems -- "in trouble" in school or community, acting out behavior, disruptive in learning environment
- Absenteeism
- Lack of respect for authority, feelings of alienation from school authorities
- Grade retention -- especially in the early grades
- Suspensions/expulsion
- Course failure, poor academic record
- Tracking/ability grouping
- Dissatisfaction and frustration with school
- Lack of available and adequate counseling possibilities
- Inadequate school services -- mental health, social services and health services
- School climate hostile to students who do not "fit the norm"

(Claus & Quimper, 1989; Cuellar & Cuellar, 1990; Dryfoos, 1991; Naylor, 1989; Quinn, 1991; Robertson & Frymier, 1989; Welch & McKenna, 1988; Benay et al.,

1988; Gaston, 1987; Brodinsky, 1990; Ascher & Flaxman, 1987; Green & Baker, 1986)

WHAT DOES THE RESEARCH SAY ABOUT CHARACTERISTICS OF PROGRAMS THAT HELP AT-RISK STUDENTS SUCCEED?

Once at-risk students are identified and targeted, what comes next? What will help these students re-engage in school and begin to succeed? Some schools and communities implement programs and strategies that are part of a holistic approach to addressing the problem while others seek to identify a particular school or individual issue on which to focus. The more successful efforts are the comprehensive ones that focus on a multitude of various needs and problems. These comprehensive programs view the at-risk students as youth with problems stemming from many sources and thus their intervention must attempt to attack the problems from several perspectives. The effectiveness of the programs depends, in large part, on the ability of the school, community and family to work together in cooperation.

Many sources document effective programs and strategies, although not all of these have been statistically and objectively tested. Some of the characteristics of effective programs follow:

Early Intervention

There are often signs that a child is at-risk in and even before kindergarten. If educators monitor progress and problems early and provide help, an at-risk student may be able to avoid years of school failure that drastically affect his/her self-esteem. This process may also increase the child's belief in the fact that teachers are there to help and school is a positive place (Brodinsky, 1990). Early educational experiences may also intervene to break the strong bond between particular family characteristics and school failure. One study found that early childhood education can have immediate and positive effects on a child's intellectual performance, can

reduce by half placement in special education classes, and can help prevent dropout in high school (Berrueta-Clement, 1984. Cited in Trachtman, 1991).

School Climate

A positive school climate seems to be a strong encouragement to stay in school. This climate includes strong leaders who stress academic achievement, maintain order, and work with staff to instill positive values and self-confidence in the students.

Attributes of an inviting and positive climate include ensuring high time-on-task, facilitating a high degree of student interaction, providing positive reinforcement for desired classroom behavior maintaining high expectations, inviting success and establishing a cooperative learning environment. Within these attributes, activities include welcoming students, encouraging one-to-one contact with teachers and administrators and being helpful (Rogus, 1991; Ascher, 1987; Griswold, 1990). Dryfoos emphasizes that this healthy school climate extends to the whole school, not just the students. This includes effective school organization -- school teams, alternative schools, and enhanced teacher roles -- that influence outcomes in a wide range of behaviors. The author recommends that mental health, physical health and counseling services should be available. Also, after school recreation and services need to be more available to extend the inviting climate past the school hours (Dryfoos, 1991).

The goal of creating an effectively inviting school climate is to enhance a sense of belonging for a group of students who, in many areas of their life, do not feel they belong. This should involve respectful relationships and decision-making power for the students. If there is a climate that invites bonding to or engagement in the school with a feeling that every at-risk student is essential to the process, then the student will have a personal stake in meeting expectations (Cullen, 1991; Anson et al., 1991)

The Important Role of the Teacher

In the classroom, and in the general school structure, teachers play immensely important roles in the success or failure of at-risk students. Solomon discusses a successful program in which the faculty were cooperative and mutually supportive, reinforcing the goals and philosophy of the school, and were involved in the resolution of school-wide problems (Solomon, 1988). Caring, skilled teachers who believe their students can learn and who work with each student's learning styles and speeds as individually as possible are more successful (Green, 1986; Alderman, 1990; Naylor, 1987; Kammoun, 1991; Cullen, 1991; Brubaker, 1991). The most successful teachers appear to: be respectful of the students, be caring, listen well, have a positive attitude, be honest, provide advice, be patient, be open minded and be firm. The successful teacher is not afraid to interrupt the normal program for student problems nor is he/she wary of expecting positive results of the students (Coburn, 1989; Peterson, 1991; Griswold, 1990).

Small Class Size

Small classes allow time for greater individual attention which seems to increase the success of at-risk students. The constant attention that is possible in smaller classes adds to the feeling of belonging that an at-risk student needs to become engaged. Lower teacher-student ratios allow for greater monitoring, troubleshooting and early intervention at any sign of problems (Peterson, 1991; Greene, 1986).

One of the characteristics of alternative schools or vocational educational tracks is the lower teacher/student ratio. In this setting, the students get more individual attention and, many sources show, do better in school (Welch, 1988; Iannucilli, 1989).

Parent Involvement

Research has shown that parent involvement makes a great difference in student learning. For instance, evidence suggests that children who are actively prepared for preschool by their parents show greater school readiness and early positive attitudes toward learning, and experience fewer grade retentions (Epstein, 1989; Cited in Bempechat, 1989). It appears that parental involvement can even help improve the home learning environment. Giving parents roles in the school as well as home visiting results in higher-level participation (Dryfoos, 1991). In a recent survey of high school and middle school principals at 100 sites around the country, the principals stated that notifying and conferring with parents about their children are highly effective strategies (Nardini, 1991). The Comer Model suggests that parents be involved in the planning of all areas of school happenings. This allows a feeling of control as well as increasing vested interest (Anson et al., 1991). Increasing parent-teacher interactions also improves their children's performance (Welch, 1988).

Self-esteem Building and Support

A major issue with most at-risk students is a low self-esteem. With the problems and factors in their lives that make it so hard to succeed, a child may learn at an early age he/she is no good. Building the foundation for a more positive self-esteem for these students is an important goal. This objective may be difficult, and differential treatment of at-risk students often occurs unwittingly. Tracking, retention and alternative programs all hurt a student's self-esteem. An extra effort must be made, then, to praise and reward the students for positive interactions or behaviors. Providing a system of recognition for valued behavior, even if the definitions of valued behavior must be expanded, is helpful to the at-risk student who is seldom the high achiever in academics or athletics. Receiving recognition may be the first step toward self-esteem that may begin an upward spiral of further successes (Rogus & Wildenhaus, 1991; Kammoun, 1991; Brodinsky, 1990).

Uroff and Green (1991) speak of a program that has as its main objective the increase in students' self-esteem. This is attempted by training the staff in communication skills, group process and other problem-solving skills in hopes of better preparing them to deal with the students. Furthermore, students are involved in decision-making and disciplining peers as well as community service programs and peer academic motivation and tutoring programs. The principle behind the program is that in raising these at-risk students self-esteem we can, consequently, help them improve most other areas of their school and life experiences (Uroff & Green, 1991).

Guidance and Mental Health Counseling

Research suggests that counseling programs within a school should be readily available to at-risk students when they need them. Counseling should be an integral part of the school yet not conspicuous so that the children feel people know every time they go. Further, guidance counselors should spend less time modifying individual student behaviors and more time improving the learning environment

(Solomon, 1988). Counselors should also have contact with parents and be involved in school decisions and programming.

A case-management style following of at-risk students is a positive way of letting the students know someone is available and caring (Dryfoos, 1991; Gaston, 1987). The possibility of counseling home visits and continued contact with all parts of an at-risk student's life appears to aid in success of any counseling program (Nevetsky, 1991). Flexibility in dealing with different types of problems is also essential in a counseling program. For instance, a counselor must be able to handle a pregnant twelve-year-old and a habitually truant seventeen-year-old (Brodinsky, 1990).

Social and Life Skills/Vocational Education

Many at-risk students, when asked why they are dropping out, answer with a comment similar to "I'm bored" or "this stuff does not apply to me. It is not real life." Vocational education and social and life skills training appear to bring many of these at-risk students back into engagement with the school. It is suggested, though, that work-study programs offered to at-risk students early in their high school careers may actually encourage dropping out because the students then see how unrelated the two are. To be effective, vocational programs need to meet many interest levels. Later in high school, and following some career counseling, vocational education may prove to be right for many of the at-risk students (Coyle-Williams, 1989). At-risk students need to be assured that credits for these classes are counted toward graduation (Brodinsky, 1990).

Vocational classrooms tend to have many positive characteristics, including low teacher-pupil ratio, teachers attuned to student needs, environment free of absenteeism, theft and substance abuse, individualization, active student roles, and recognition and special awards (Naylor, 1989). Iannucilli (1989) found that there is a positive correlation between vocational education and school completion. Students

involved in vocational education were more likely to be involved in school-sponsored activities that help them shape goals for themselves and their futures (Iannucilli, 1989).

Peer Involvement/Extracurricular

At-risk students are more unlikely than other students to become involved in extracurricular events unless a teacher or administrator issues personal invitations. This hesitancy stems from the lack of a feeling of belonging. Extracurricular events, however, seem to increase peer involvement and membership in school (Rogus & Wildenhaus, 1991). Extracurricular involvement may also provide an arena where new activities are experienced and less healthy choices (drugs, crime) are avoided. For parents that work, extracurricular experiences can provide a safe place for the student with supervision. It has been suggested that students involved in extracurricular events are less likely to drop out (Brodinsky, 1990).

Easing Grade Level Transitions

It has been found that schools lose their greatest number of students between grades and especially during times of transition between elementary and junior high or middle school, and between junior high or middle school and high school. The middle school years appear to be particularly important. It is believed that dropping out behavior is formed in the middle school years, although actually dropping out usually takes place in high school. Early attempts at easing the transitions and improving attitudes toward school for these at-risk students may have great potential to increase completion of school. These attempts may include mentoring or buddy programs, increased parent contact, increased counseling, and/or extra effort into making newcomers feel welcome, (Brodinsky, 1990; Nevetsky, 1991).

IS THERE A DIFFERENCE IN SUCCESSFUL AT-RISK PROGRAMS DEPENDING ON GRADE LEVEL?

In the elementary grades, problems seem to be of a different ilk than those of the students in middle school and high school. Several studies show that as early as third grade, students who will fail to complete their education can be identified with a fair degree of accuracy (e.g., Howard and Anderson, 1978; Lloyd, 1978; Kelly, Veldman, and McGuire, 1964. Cited in McPartland, 1990). Grade retention and low reading level are two strong indicators of problems in these grades. Thus, programs at this level tend to focus on teaching the students to read and other basic skills. If the children at this point can improve their skills, the future school years will be smoother.

Of course, before the student gets behind in work, a goal is to provide intensive early intervention services so that less children will need remedial work later. Preschool programs are recommended in the hope that they would give a head start to disadvantaged children. Although Head Start programs have appeared in the past not to have increased achievement, longitudinal studies are now showing positive effects on such outcomes as high school graduation and delinquency. Child care and preschool education together seem to provide an atmosphere for growth that is safe and positive. The availability at preschool of books and other learning materials that may not be available at home to at-risk children seems to play an important role in the increase in achievement of preschoolers. Yet, preschool programs are not themselves sufficient to mitigate at-risk factors. They must be followed by elementary school programs that continue the work (Trachtman, 1991; Mason, 1990; McPartland, 1990).

Kindergarten is very similar to preschool with its curriculum and its achievements. In first grade, when reading becomes the focus, installation of tutors and additional staff may be an effective process to ensure that every child succeeds in beginning reading (Brodinsky, 1990). Small group instruction or tutoring has been shown to

have a positive effect on students with a maintenance of effect for at least two years (DeFord, Pinnell, Lyons, & Young, 1987. Cited in McPartland, 1990).

Programs that allow flexibility of the students' abilities seem to be successful. Thus, certain third, fourth, and fifth graders may be together to learn a subject if that is the level of each student. Also, cooperative learning is a positive venture with kids working together to succeed. These program types are used much more often in elementary grades than in older school years. Programs such as remedial tutoring programs and computer-assisted instruction appear to be successful, although more controlled evaluative studies need to be conducted. Interestingly, pull-out remedial programs, which are frequently used, appear to be unsuccessful (McPartland, 1990).

Frequent assessment and review is carried out in successful programs for elementary school-age group. Thus, groups may be modified and instructional content can be individualized. Self-esteem building is a major theme in this age group so success in academic undertakings is encouraged. For example, the Comer model of education, which is discussed below and has been shown to be effective, uses parental involvement, mental health work and a school planning and management team to improve climate. A positive climate is a major goal of a Comer school. This includes joint decision-making and an emphasis on child socialization and self-efficacy. Affirmation takes place on every level. As teachers' needs are met more fully, they are able to pass on the positive academic and social behaviors to the students. The Comer model is attempting to increase the school's role as a community in itself and the program has proven to be very effective (Anson, 1991).

Programs for the middle and high school years are less clearcut. At this stage in students' education, drop out prevention programs are the focus. Remedial or coaching classes, tutorial instruction, make-up classes, and alternative, pull-out programs seem to abound in attempting to retain students in school.

Many schools are attempting to create positive relations in school and a more positive climate. The climates of schools are becoming more personal and more supportive. Students may have an advisor with whom they have much contact. Large schools are attempting to break down their size by forming smaller subsets. At-risk students are staying with one, or a few, teachers rather than having a different one for every class. Mentoring, or buddying, systems are being developed in order to increase a sense of belonging.

Schools are attempting to become more relevant to student needs and "real life". Some are modeling themselves after vocational education so as to provide more of a connection to what the students see as relevant to their own lives. Counseling efforts are expanding due to the increasingly difficult problems the youth are encountering. Schools are attempting to decrease tracking and, along with it, the stigma and discrimination tracking seems to cause. Yet, the flexibility in curriculum offered by tracking remains a goal. (McPartland, 1990; Brodinsky, 1990; Nevetsky, 1991; Wehlage, 1989; Welch, 1988; Coyle-Williams, 1989; Dryfoos, 1991).

WHAT ARE TWO EXAMPLES OF RELATIVELY INEXPENSIVE PROGRAMS THAT HAVE BEEN PARTICULARLY SUCCESSFUL IN HELPING AT-RISK STUDENTS?

Elementary School Program

The Comer School Development Program is a program driven by child development principles. It was originally implemented in schools that were being desegregated. In Scientific American, Comer (1988, Cited in Anson, 1991) cited significant gains for students in two project schools in New Haven. Attendance rates and academic achievement increased immensely in the decade after implementation. There are social and psychological processes that are included in Comer's model that aim to increase not only academic achievement, but social skills and mental health as well.

There is usually a coordinator that is hired to develop and guide the Comer model in any given school. The salary of this coordinator constitutes the only major expense. A few of the teachers will be trained in the Comer model, thus this will be an expenditure, as well. There are three teams at the center of the Comer model: (1) a school planning and management team; (2) a mental health team, and (3) a parent program. The first is the government of the school and is made up of teachers (elected by teachers), parents (elected by parents) and members of the school support staff (psychologist, social worker), a representative of the nonprofessional staff (secretary) and the principal. This group plans the comprehensive plan for the school with input from the community. .They decide how best to implement the plan and enlist support for it.

The mental health team has goals of prevention, child development and interpersonal relationship building. There is much interaction of these mental health workers and counselors with the rest of the school members. Furthermore, this team implements any of the comprehensive plan that concerns them.

The parent group uses the existing structures (e.g., PTA) to form a comprehensive parent participation program. The primary function is to plan social events that will improve school climate and bring less involved parents into the school. Comer assumes that most parents will eventually become interested in their child's education as they feel more involved and become more comfortable.

All three teams are meant to communicate often and make large decisions together. These teams add to the improved climate that Comer is attempting to form. Improved personal relationships within school buildings is a major piece of this model. Mutual respect and willingness to listen to others is a goal and there is a no-fault policy that guides the discussion of all issues. Decisions are reached by consensus which increases collaboration and cooperation. No one person or team has more power and this means that no one is paralyzed or feels helpless. Closure must be reached on all

issues. All of these processes are aimed at increasing communication and trust between school and parents, especially for minority parents of low income.

The outcomes of the Comer model are many. Teachers and staff tend to feel they are creating, and involved in, a more orderly and safe school for themselves and the students. The positive relationships being engendered through the team work expands to the classrooms. Hope is more prevalent. Parents begin to feel they have a voice and, furthermore, since everyone has a voice, there is no one to blame if something is negative.

For the students, Comer sees self-efficacy as an important predecessor to success. Teachers need to be sensitive and praise as well as critique. The curriculum should include non-academic subjects (art, music) so as to allow success for every student in some arena. Once these positive experiences become part of the child, greater efforts may be made toward academic subjects. Adults become role models in this system and communication is better between student and teacher, administrator and/or parent. Social skills are important and attachment to the school is encouraged. Comer believes, and programs show, that following all of the positive changes in the school, absenteeism and tardiness will decrease. Deviant behavior also decreases as students become more engaged.

The Comer model seems to be a successful program, or theoretical framework. Based on psychological principles of child development, the school attempts to increase affirmation of all members of the school. The effect of this affirmation becomes improved communication and self-efficacy which is expected to begin a cycle of positivism with the school. (Summarized from Anson, 1991).

High School Program

Louisiana State Youth Opportunities Unlimited (LSYOU) is a program that attempted to create an alternative, more supportive, organizational structure featuring participative management. It has been hypothesized that many potential dropouts have problems coping with the formal and impersonal structure of most high schools. Therefore, LSYOU formulated a model in order to counteract these feelings and increase graduates.

"The participative management system is characterized by supportive leadership in all situations; cooperative and substantial team work; and shared decision making in setting and attaining goals." (Gaston, 1987, p.7) Staff was selected on the basis of their ability to display characteristics of this management style. A headmaster, nine teachers, eight tutors, two counselors, 16 peer counselors and one recreation director were chosen. At-risk students were identified to participate in the LSYOU program. The staff was trained in concepts from a program designed to reduce alienation among young people. Goals of this program include improving self concept, dealing with feelings, and developing a positive attitude.

Students were placed in classes of no more than 13 students with a tutor and a teacher in each class. This increased individualized instruction, group participation, shared decision making, cooperation, supportive leadership, motivation, and goal setting. Students and staff became involved in non-academic activities. All LSYOU participants worked a half day with a professional on the LSU campus. This seemed to be a powerful event for the students. Team meetings on each student were held daily by teachers, tutors, psychologists and other staff to increase group participation, communication and cooperation. Each student belonged to a team in the dormitory. These teams elected a representative to the LSYOU student council, selected their group extracurricular activities and allowed time for group work. The students were also allowed to control much of their curriculum.

Outstanding students were rewarded weekly and the program had a large award ceremony at the end of the term. Input and autonomy of the students were increased in every way possible. Results of the program show that the LSYOU program was perceived as having organizational characteristics of the participative management style and that the program significantly positively impacted certain academic and affective/social skills. The hypothesis remains that the increase in skills will reduce alienation among this at-risk group and reduce their chances of dropping out of school. (Summarized from Gaston, 1987).

WHAT DOES THE LITERATURE SAY ABOUT RESILIENT AT-RISK STUDENTS? Despite incredible hardships and several at-risk factors, some students appear to develop characteristics and coping skills that enable them to succeed. They appear to develop stable, healthy personas and are able to recover from or adapt to life stresses and problems. These students can be termed" resilient". They may become individuals with sound values, high self-esteem, a caring for others and a reciprocal liking by peers and adults, success in school, and an optimistic view of the future with goals and plans. What enables these students, approximated at 19% of at-risk students (Peng, 1992), to develop into healthy individuals who are an active and positive part of society, while the other 80% do not? Some research has been conducted longitudinally where the student is identified in preschool and followed through high school. Other research has been conducted after the student has "succeeded" or graduated from high school and is asked retrospectively to identify issues that enabled success. There seem to be some common threads in the portrait of a successful at-risk student. Some of the resilient characteristics are as follows:

Personal Factors

1. Temperamental characteristics that elicit positive responses from individuals around them. These personality traits begin in early childhood and include a child who is affectionate, good natured, cuddly,

and easy to deal with. In later childhood, these children appear to play autonomously (i.e. seek out new experiences, lack fear and seem self-reliant) yet they are able to ask for, and receive help, from adults if needed (Werner, 1984). these at-risk students then start a cycle of positive reciprocity and, despite at-risk home and other factors, can reach out to other people and expect help. Their positive attitudes are usually rewarded with helpful reactions from those around them and, thus, they come to see the world as a positive place in spite of the difficult issues with which they have had to deal. To teachers, in a qualitative study by Geary (1988), "academic success...is based primarily on a student's 'positive attitude' as well as his or her ability to work hard". This positive attitude includes respecting others, coming to class prepared, volunteering for in and out-of-class assignments and "knowing how to play the school game" (Geary, 1988).

2. High intrinsic motivation and internal locus of control seem to enable an at-risk student to succeed. Many students who fail continuously blame others and events outside of themselves for this failure (Peng, 1992). These characteristics need to be developed in at-risk students and may be increased by effective teachers who promote self-efficacy through mastery of new experiences, as suggested by Bandura (Cited in Peng, 1992). In a qualitative study of Native American students who were graduating from high school, many of the resilient students spoke of satisfaction gained from experiencing success in self-fulfilling activities. This was motivated by a desire to succeed, to be self-motivated and to be personally responsible for one's achievements. Many of the Native American students felt a strong pull to succeed to help the image of Native Americans in the United States. Strong values of education and independence were apparent.

3. Active involvement in extracurricular events, at school or in other arenas, seems to provide a refuge for resilient students. Hobbies, creative interests or sports allows the growth of self-esteem through success in a chosen activity. Being recognized and supported for special talents are also important, but the simple involvement in an activity considered special appears to increase self-esteem and a belief in one's ability to succeed (Geary, 1988; Werner, 1984; Coburn, 1989).

4. It has been suggested that involvement in "required helpfulness" can be a powerful piece of resilient students' experiences. Required helpfulness may mean volunteer work in the community, tutoring or buddying at school and/or taking care of siblings or helping at home. These activities may lend a purpose to the difficult life of an at-risk student as well as increase caring about fellow human beings and realizing there are people that even they can help (Werner, 1984; Philliber, 1986).

Family Factors

1. Most resilient at-risk students have had the opportunity to establish a close bond with at least one caregiver who gave them much attention in the crucial first years of life. This attention enabled the children to establish a sense of trust. This trust becomes very important in later interactions with teachers, peers and the student's own development. This support may be from alternate caregivers such as siblings, aunts, uncles or grandparents who become positive role models. Resilient children seem to be adept at finding these substitute caregivers, much like they can elicit positive responses from many people around them (Werner, 1984).

2. Family support seems to be an attribute of a successful at-risk student. Parents of resilient students have higher expectations for their children's educations. These expectations exert pressure to remain engaged in school and work toward high achievement. These students are more likely to interact with parents, have more learning materials in the home and be involved in more out-of-school educational activities than non-resilient at-risk students (Peng, 1992).

3. Family composition seems to have no significant effect on an at-risk student's success or failure. Students living with both parents did not necessarily have a higher level of resiliency than single parent families or other configurations. Instead, good parent-child relationships and supportive personal attachments appear to act as protective factors from the environment. Parental commitment to their children seems to provide informal counseling, support and help in achieving success (Peng, 1992). This parental commitment lends a feeling of coherence to the family unit. Werner states that these strong family ties aid in at-

risk student's believing that life makes sense and that they have some control over their own lives. This sense of meaning is a powerful motivation for many resilient at-risk students (Werner, 1984).

4. Parental education is related to student resiliency. In one study, Peng found that "less than 11% of students whose parents had less than a high school education were classified as resilient students, as compared to 23% of students whose parents had a high school education or beyond" (Peng, 1992). Obvious implications for parental education in low-income urban areas present themselves here. As under-education of 'at-risk students' parents leads to less positive parent-student interaction, educational programs of the parents may indeed increase achievement of their children.

School Factors

1. Resilient students seem to find support outside of the home environment. They tend to be liked by their peers and have at least one close confidante (Werner, 1984). Friendships with other students and seeing them succeed was very important to resilient Native American students (Coburn, 1989). It seems resilient students have an informal network of people in their lives to whom they can turn when in crisis. Peer groups are often chosen to motivate each other and help in academic, and other, arenas (Geary, 1988).

2. Resilient students seem to like school, in general. Most attempt to involve themselves in classroom discussion and activities. School is more than academics for these students. Most are involved in at least one extracurricular event which becomes an informal source of support. Not only does the extracurricular event increase involvement, belonging,

and self-esteem, but it provides a network of people who have a common bond and work in cooperation with each other (Werner, 1984; Coburn, 1989). Extracurricular events at school, especially sports, seem to mitigate the powerful and widespread peer pressure that is prevalent now that students who do well academically are "nerds". Resilient at-risk students want to do well academically, and do succeed, but many seem to feel they must be involved with a non-academic activity in order to fit in with the majority of school students. This involvement in school activities maintains the resilient at-risk students positive engagement in school (Geary, 1988).

3. Teachers play an immensely important role in resilient students' success. In qualitative studies, resilient at-risk students have often mentioned school staff who have taken a personal interest in them as being important to their success. Both interpersonal relations and professional competence are important to at-risk students. Among the interpersonal qualities of a teacher that resilient students claim are important are: to care, to have respect for them as persons and as learners, to have an ability to get along with them, to listen to what they say without being intrusive, to take them seriously, to be available, to understand, to help and provide encouragement, and to laugh with them. Professional behavior and competence are also important. Resilient at-risk students look for these characteristics: the ability to represent and further the goals of the system and the school, a willingness to listen to the motivations behind inappropriate behavior before they discipline, fairness and respect in grading and instruction, praise and encouragement that they can succeed, and a willingness to get to know the students academically as well as personally so as to increase the individual learning (Geary, 1989; Coburn, 1989; Werner, 1984). Native American

students in one study made it clear they wanted to be treated equally to non-Native American students which included instilling pride in their heritage (Coburn, 1989). This recommendation seems appropriate for minority students as well.

In conclusion, the literature on resilient students seems to imply that a web of abilities and support enable these students to succeed. The students seem to have personal strength and temperament that allows them to search out help and become self-reliant. They also are able to elicit help from others and tend to have at least one caregiver who has instilled a sense of hope, and trust, in them. Thus, their view of the world is not negative despite some intense hardships. Parental involvement and support tends to be available to these resilient students. Finally, school is an important place for these youngsters. A strong school experience may help mitigate home and societal problems. Teachers and peers at school play an important role in resilient students' success as do extracurricular events and volunteer work. All these pieces need to be addressed in understanding the puzzle of at-risk youth and why some students are successful, or resilient, and others are not.

INDEX OF THE LITERATURE

How the "at-risk student" resource file system works

There are 61 references listed in the annotated alphabetical bibliography. These references speak to several aspects of the at-risk student problem. They include ways to identify at-risk youth, effective and ineffective programs for these students, and recommendations for future programs and evaluations.

The references are filed by author in separate folders under the letter of the first author's last name. Any reference in the bibliography that is not present in the resource file is a book that can be found at the Virginia Commonwealth University Library. In addition to the alphabetical list of references, there are two bibliographies of the same references indexed by type of study, and by grade level. The three types of studies include: (1) research, which is defined as a primary study carried out and reported by the authors; (2) secondary source, which is a paper that uses anecdotal evidence or uses information from a primary study but is not the primary source itself; and (3) opinion, which is a paper or article in which the author(s) have presented their personal opinion, recommendations and/or observations on a certain aspect of the at-risk problem. Thus, if you are interested only in primary resources, for example, the "type of study" index is most helpful.

The other index is categorized by grade level. These categories include pre-school, elementary, middle/junior high, and high school. If a study covers more than one grade, it will be included in both pertinent category headings. If the paper discusses general elements of at-risk schooling, or covers all grade levels, it will fall in the "general/all grade level" category. This will allow you to search by your desired specific grade level without having to read through more references than necessary.

It will be useful to cross-reference using these three indexes: the annotated bibliography by author, the index by type of study and the index by grade level. Finally, there are two annotated bibliographies referenced under the "secondary sources" category in the type of study index. One is by Schwartz and Howley and the second is by Pollak and Bempechat. These bibliographies are included in the at-risk resource file but few of the resources referenced therein are included except for a select group. These few will appear in the bibliographies with a star next to their name. The others are available through the library or ERIC Documents.

INDEX BY TYPE OF RESOURCE

How to use this index: The references in the accompanying annotated bibliography are indexed here by type of resource: primary, secondary or opinion. Each reference is followed by a key word or idea to provide an indication of the content.

Primary Sources

[4] Baecher, R. E. *Effect of comprehensive set of services on at-risk students and their families.*
[7] Benay, J. *Ninth graders.*
[12] Clariana, R. B. *Eleventh graders.*
[14] Claus, R. N. *Program for at-risk four year olds.*
[16] Coburn, J. *Qualitative study of at-risk Native American graduates.*
[21] Frymier, J. *National study on at-risk youth.*
[22] Gaston, S. N. *Attempt to form supportive, participative alternative school.*
[23] Geary, P. A. *Qualitative study of resilient at-risk youth.*
[29] Kramer, L. R. *Seventh and eighth graders.*
[32] Mason, J. M. *Preschool at-risk literacy development.*
[33] Miller, S. E. *Learning disabled v. regular students.*
[38] Peng, S. S. *Resilient students in urban settings.*
[39] Peterson, K. D. *Data on successful teachers.*
[41] Philliber, S. *Pregnancy.*
[46] Richardson, V. *Qualitative study of 12 at-risk students.*
[51] Slavin, R. E. *Data from pilot study of Success for All, an elementary school at-risk program.*
[52] Solomon, H. *Guidance programs.*
[56] Tanner, C. K. *Principals responses.*
[59] Wehlage, G. G. *Middle school and high school programs.*

Secondary Sources

[2] Anson, A. R. *Theory of Comer's program for at-risk youth.*
[3] Ascher, C. *Data from superintendents about effective programs.*
[5] Bempechat, J. *Identifying at-risk youth.*
[6] Bempechat, J. *Four essays on at-risk educational issues.*
[8] Bloch, D. P. *Vocational; Career Information System.*
[9] Bracey, G. W. *Predictive variables of at-risk youth.*
[10] Brodinsky, B. *Comprehensive report on at risk programs and strategies.*
[11] Brubaker, D. *Middle school and high school "shadowing".*
[17] Coyle-Williams, M. *Vocational education.*
[18] Cuellar, A. *At-risk students v. excellent students.*

[19] Cullen, C. *High school in a college setting.*
[20] Dryfoos, J. G. *Comprehensive services for at-risk students.*
[24] Green, K. R. *Programs for at-risk youth in the NW United States.*
[25] Greene, B. Z. *Early intervention described.*
[26] Griswold, P. A. *Chapter 1 - Effective practices.*
[27] Iannucilli, M. *Vocational education.*
[28] Kammoun, B. B. *Case study.*
[30] Liontos, L. B. *Parental involvement in at-risk student education.*
[31] McPartland, J. M. *Increasing achievement of at-risk students at different grade levels.*
[34] Nardini, M. L. *Data from principals.*
[30] Naylor, M. *Career and vocational education.*
[31] Nevetsky, J. *Increase in counseling availability may reduce suspensions.*
[37] Payne, C. *Two programs to deal with at-risk youth.*
[40] Petzko, V. N. *Attendance.*
[42] Pogrow, S. *Socratic approach and computers.*
[43] Pollak, S. D. *An annotated bibliography of research studies on at-risk youth.*
[44] Polonio, N. A. *Post-high school linkage.*
[45] Quinn, T. *Effective drop out prevention school policies and practices.*
[47] Robertson, N. *At-risk identification instrument & bibliography.*
[50] Schwartz, W. *Two essays on identifying at-risk youth and an annotated bibliography of 136 references.*
[51] Slavin, R. E. *Comprehensive examination of effective programs.*
[54] Strother, D. B. *Case studies of students at-risk.*
[55] Swanson, L. A. *Middle school and high school guidance.*
[57] Trachtman, R. *Education and child care needed.*
[58] Uroff, S. *Based on belief that improved self-esteem produces achievement.*
[60] Welch, J. *An alternative program within a school.*

Opinion

[1] Alderman, M. K. *Attributions of success.*
[12] Carbo, M. *Learning styles of students.*
[14] Clark, T. A. *Evaluation studies.*
[48] Rogus, J. F. *Authors' opinion on effective programming for principals.*
[49] Ryan, M. E. *Intensive learning suggested.*
[53] Stevenson, J. O., Jr. *At-risk tales.*
[61] Werner, E. E. *Factors that contribute to resiliency.*

INDEX BY SCHOOL LEVEL

How to use this index: The references in the accompanying annotated bibliography are indexed here by grade level. If the study is a primary source of research, the reference is followed by the word **research**. If the reference is an opinion paper, it is followed by **opinion**. All other references are filed under Secondary Sources in the annotated bibliography. Each reference is followed by a key word or idea to provide an indication of the content.

Preschool References

[9] Bracey, G. W. *Predictive variables of at-risk youth.*
[15] Claus, R. N. *Program for at-risk four year olds.* **research.**
[32] Mason, J. M. *Preschool at-risk literacy development.* **research.**
[57] Trachtman, R. *Education and child care needed.*

Elementary School References

[2] Anson, A. R. *Theory of Comer's program for at-risk youth.*
[4] Baecher, R. E. *Effect of comprehensive set of services on at-risk students and their families.* **research.**
[25] Greene, B. Z. *Early intervention described.*
[37] Payne, C. *Two programs to deal with at-risk youth.*
[39] Peterson, K. D. *Data on successful teachers.* **research.**
[42] Pogrow, S. *Socratic approach and computers.*
[46] Richardson, V. *Qualitative study of 12 at-risk students.* **research.**
[52] Solomon, H. *Guidance programs.*

Junior High/Middle School References

[2] Anson, A. R. *Theory of Comer's program for at-risk youth.*
[11] Brubaker, D. *Middle school and high school "shadowing".*
[14] Clark, T. A. *Evaluation studies.* **opinion.**
[24] Green, K. R. *Programs for at-risk youth in the NW United States.*
[29] Kramer, L. R. *Seventh and eighth graders.* **research.**
[34] Nardini, M. L. *Data from principals.*
[36] Nevetsky, J. *Increase in counseling availability may reduce suspensions.*
[38] Peng, S. S. *Resilient students in urban settings.* **research.**
[42] Pogrow, S. *Socratic method and computers.*
[55] Swanson, L. A. *Middle school and high school guidance.*
[59] Wehlage, G. G. *Middle school and high school programs.* **research.**

[60] Welch, J. *An alternative program within a school.*

High School References

[3] Ascher, C. *Data from superintendents about effective programs.*
[5] Bempechat, J. *Identifying at-risk youth.*
[7] Benay, J. *Ninth graders.* **research.**
[8] Bloch, D. P. *Vocational; Career Information System.*
[11] Brubaker, D. *High school and middle school "shadowing".*
[13] Clariana, R. B. *Eleventh graders.* **research.**
[14] Clark, T. A. *Evaluation studies.* **opinion.**
[16] Coburn, J. *Qualitative study of at-risk Native American graduates.* **research.**
[17] Coyle-Williams, M. *Vocational education.*
[18] Cuellar, A. *At-risk students v. excellent students.*
[19] Cullen, C. *High school in a college setting.*
[22] Gaston, S. N. *Attempt to form supportive, participative alternative school.* **research.** [23] Geary, P. A. *Qualitative study of resilient at-risk youth.* **research.**
[24] Green, K. R. *Programs for at-risk youth in the NW United States.*
[25] Greene, B. Z. *Nine programs described.*
[27] Iannucilli, M. *Vocational education.*
[28] Kammoun, B. B. *Case study.*
[33] Miller, S. E. *Learning disabled v. regular students.* **research.**
[34] Nardini, M. L. *Data from principals.*
[35] Naylor, M. *Career and vocational education.*
[36] Nevetsky, J. *Transition from middle school.*
[37] Payne, C. *Two programs for at-risk youth.*
[40] Petzko, V. N. *Attendance.*
[41] Phillibber, S. *Pregnancy.* **research.**
[44] Polonio, N. A. *Post-high school linkage.*
[48] Rogus, J. F. *Effective programming for principals.* **opinion.**
[49] Ryan, M. E. *Intensive learning suggested.* **opinion.**
[53] Stevenson, J. O., Jr. *At-risk tales.* **opinion.**
[55] Swanson, L. A. *High school and middle school guidance.*
[56] Tanner, C. K. *Principals responses.* **research.**
[58] Uroff, S. *Based on belief that improved self-esteem produces achievement.*
[59] Wehlage, G. G. *High school/middle school evaluations.* **research.**

General/All Grades References

[1] Alderman, M. K. *Attributions of success.* **opinion.**
[6] Bempechat, J. *Four essays on at-risk educational issues.*
[10] Brodinsky, B. *Comprehensive discussion of programs and strategies.*
[12] Carbo, M. *Learning styles of students.* **opinion.**
[14] Clark, T. A. *Evaluation studies.* **opinion.**
[20] Dryfoos, J. G. *Comprehensive services for at-risk students.*
[21] Frymier, J. *National study on at-risk youth.* **research.**

[26] Griswold, P. A. *Chapter 1 - Effective practices.*
[30] Liontos, L. B. *Parental involvement in at-risk student education.* opinion.
[31] McPartland, J. M. *Increasing achievement of at-risk students at different grade levels.*
[43] Pollak, S. D. *An annotated bibliography of research studies on at-risk youth.*
[45] Quinn, T. *Effective drop out prevention school policies and practices.*
[47] Robertson, N. *At-risk identification instrument & bibliography.*
[50] Schwartz, W. *Two essays on identifying at-risk youth and an annotated bibliography of 136 references.*
[51] Slavin, R. E. *Comprehensive examination of effective programs.* research.
[54] Strother, D. B. (Ed.). *Case studies of students at-risk.*
[61] Werner, E. E. *Factors that contribute to resiliency.* opinion.

ANNOTATED BIBLIOGRAPHY

This annotated bibliography provides summaries of 61 books, manuscripts and reports on factors that contribute to the at-risk status of a child, factors that exacerbate at-risk students school problems and effective programs and strategies in the home, school, and community that enable an at-risk child to better succeed in school and life.

There are two other annotated bibliographies referenced here that summarize further at-risk literature. Schwartz & Howley compiled 136 references which are all dated before 1989. Pollak & Bempechat annotated 33 primary research studies conducted mainly between 1982 and 1988. The current bibliography gives more recent references in the at-risk student literature. Most studies are dated between 1989 and 1992. More than half of the references are dated after 1990. The bibliography is organized alphabetically by author.

** this symbol indicates a highly recommended reference.

[1]Alderman, M. K. (1990). Motivation for at-risk students. Educational Leadership, 48(1), 27-30.

The author discusses motivation of students and attributions of the students that explain success or failure. Attributions can be internal-external and/or stable-unstable. Failure attributed to internal/stable ability is one of the most difficult motivational problems to remedy because it involves a failure, low expectation and learned helplessness cycle. Teachers who are successful in reaching these low-achieving students combine a high sense of their own efficacy with high realistic expectations for student achievement.
The author has developed "links" for helping the helpless student become successful and realize the link between what he/she did and the outcome. Proximal goals, learning strategies, successful experiences and attributions for success are the four links proposed. These links will then form a positive cycle

of success, increased belief in one's mastery, improved self-esteem and further success.

[2]Anson, A. R., Cook, T. D., Habib, F., Grady, M. K., Haynes, N., & Comer, J. P. (1991). The Comer school development program: A theoretical analysis. Urban Education, 26(1), 56-82.

This study describes one of the foremost programs that involves school-based decision-making called the School Development Program by James Comer. The program has cited significant academic gains for students in two project schools in New Haven in attendance and achievement. Also, the program shows similar success in Prince George County, Maryland.
This article explicates the structures, functions and operating procedures that Comer believes are responsible for his program's popularity and its ability to achieve the gains he has claimed.
The program's three structures or teams are a school planning and management team, a mental health team and a parent program. These are supposed to provide a sense of direction to the school to create a feeling of shared ownership, to promote implementation of the plan and in general, to provide cohesion. Communication is vital.
Comer believes a climate of improved personal relationships within school buildings is crucial. The four characteristics of this climate are laid out here. Comer does not think children's educational achievement and growth will be realized unless teachers feel their own needs are met. The process and structure for this are discussed. Finally, child proximal outcomes and child distal outcomes are included (internal and external gains).

[3]Ascher, C., & Flaxman, E. (1987). Lowering the dropout rate: The experiences of urban superintendents (Report No. UD-025-797). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 286 966)

This paper reviews the literature on urban school dropouts and the experiences of superintendents in attempting to lower the dropout rate. The paper is divided into two major sections. Part I examines how a mixture of societal, community, family and other influences increases the chances that an at-risk student will experience little success in school, will have low educational aspirations, and will feel alienated from the worlds of education and work. The section also includes a discussion of some of the efforts made since the early 1960s to reform education. Part II describes policies and practices that superintendents have recently found effective in increasing school holding power. The discussion is organized around the following general points: (1) schools are working to identify and track the student in danger of dropping out; (2) districts are creating good school climates that generate optimism and self-esteem among both staff and students; (3) urban educators are increasingly devoting their educational planning and resources to early intervention in the educational lives of the districts' children; (4) as part of

improving school climates, urban superintendents are creating ways of maintaining high performance standards, while helping students to meet them; (5) organizing schools and providing multiplicity of instructional programs for students with diverse educational needs has become an important strategy for reducing dropout rates; (6) the task of lowering the dropout rate requires the joint efforts of schools and the community, who have a shared stake in increasing the holding power of the schools.

[4]Baecher, R. E., Cicchelli, T., & Baratta, A. (1989). Correlates of successful dropout prevention strategies for at-risk children in urban schools (Report No. UD-027-157). Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 313 486)

This longitudinal study on Fordham's Stay-in-school Partnership Program combines descriptive and analytical elements. The 60 chosen subjects and their families (spanning grades 1-4) received a comprehensive set of coordinated services from social service and educational personnel while teachers and administrators received at-risk in training on prevention.
A pre/post test design was used to ascertain the practical effects of the project in these areas: absenteeism, educational achievement in reading and math, adequacy of child care, and self-esteem. These data were collected longitudinally at three yearly intervals.
Statistical significance in absenteeism reduction was found. Frequency of social service contact with family and individual is given. No significant effects in reading and math have been noted. Adequacy of child care conditions continued to fall in "neglectful" category of the Childhood Level of Living Scale. Significant correlations occurred between students' self-esteem and educational achievement. Parental involvement increased.
A practice profile of six components is included which were identified by social service and educational staff at the end of the second year and may be used as an evaluation tool. Project continues.

[5]Bempechat, J., & Ginsburg, H. P. (1989). Underachievement and educational disadvantage: The home and school experience of at-risk youth. Urban Diversity series No.99 (Report No. UD-027-264). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 315 485)

This document comprises a review of the demographic factors associated with educational disadvantage and school failure, the scope and nature of problem behaviors associated with school failure, and educational programs and practices that appear to be effective in increasing the cognitive development of high risk students. Five predictors of school failure are discussed: poverty

status, race/ethnicity, family/household characteristics, parent education, and language minority status. Seven problem behaviors of at-risk youth are discussed including: truancy, grade retention, school suspension, dropping out, drug and alcohol abuse, teenage pregnancy, and teenage childbearing. Finally, the following effective educational strategies for high risk youth are discussed: (1) types of school-based compensatory education programs and extended day/year programs, (2) some examples of school-wide reform and community-based approaches, (3) parent participation, and (4) instructional techniques. A large reference list is attached and further research suggestions are given. NOTE: Often cited in this study are Coleman's "Catholic School" findings which show a greater incidence of "resilient" at-risk students.

[6]Bempechat, J., & Well, A. S. (1989). Trends and issues in urban and minority education, 1989: Promoting the achievement of at-risk students. New York, NY: ERIC Clearinghouse on Urban Education; Institute for Urban and Minority Education.

This document includes four brief monographs on teaching disadvantaged students. First, a paper discusses different structures of classroom learning and the effect on student achievement. Competitive v. cooperative learning is discussed and cooperative learning is recommended. A second paper speaks to curriculum tracking, or ability grouping, and its effects on a student's learning. Consequences of tracking are given including academic outcomes, academic experiences, student and teacher attitudes, peer influences, and classroom atmosphere. Alternative outcomes are given. Third, a paper is included about the role of the child's, parents' and teachers' beliefs as motivational factors in a student's learning. This includes some discussion about different expectations for females and males, Asian students, and black students. A fourth paper espouses the middle school experience as the critical link in dropout prevention. Issues include school structure, climate, a "school within a school" alternative, grade retention, tracking, cooperative learning, and teachers' attitudes and training.

[7]Benay, J., Hood, K., & Williams, W. (1988, April 28). A minority viewpoint: Looking at school from the perspective of at-risk Native American students (Report No. RC-017-206). Paper presented at the Annual Conference of the New England Research Organization. (ERIC Document Reproduction Service No. ED 310 908)

This qualitative study inquired into 12 Native American students' opinions on schooling. The process involved group questioning and observation during group discussions. The data suggest a genuine concern about respect, belonging, hygiene, equality and control. These students have a strong desire to be in school. Some teachers were discussed, positively and negatively. The

study allowed frustrations to be expressed and seemed to indicate a desire of the students to improve the school environment. Commitment to this endeavor was high but the students seemed to feel ineffective at making changes. A need to belong and have an environment in which to succeed in developmental tasks was evident.

These students were at-risk and had a history of demerits and suspensions, yet in this positive interactional setting, the students proved interested and showed leadership qualities.

This study is not generalizable beyond Abaneki ninth graders and even then, care must be taken due to the small number of subjects involved.

[8]Bloch, D. P. (1991). Reducing the risk: Using career information with at-risk youth. NASSP Bulletin, 75(538), 38-45.

The goal of this study was to identify successful strategies for using the Career Information System (CIS) with at-risk youth -- young people who had dropped out of high school or were in danger of doing so. The national CIS is an organization that provides software, occupational and educational information and technological assistance to operating entities in 16 states.

The results described here were drawn from site operators' responses to two questions. One asked for descriptions of programs designed for working with at-risk youth and the second asked for generally offered guidance or instructional activities using CIS that were particularly effective with at-risk youth.

Based on responses, 13 model programs were identified for follow-up and description. Characteristics that emerged from these programs include: (1) Cash - Students were helped to see the relationship between current educational status and money they could earn; (2) Caring - site coordinators were caring and tried to work individually; (3) Coalitions - coalitions beyond school were in evidence in four of the programs and eight others talked of work between counselors and teachers; (4) all were integrated career development programs; (5) all offer career development and activities that are age and stage appropriate; (6) all incorporate a variety of media, materials, activities and approaches.

Summaries of the key elements of two of the model programs are included. Full descriptions of 40 additional successful programs/practices can be found in the author's work by the same name in 1988.

[9]Bracey, G. W. (1992). Predicting school success for at-risk children. Phi Delta Kappan, 74(1), 492-494.

This article cites a study by Reynolds who tracked 1,539 black and hispanic students from the Fall of 1985 to the Spring of 1988 to examine the impact of pre-kindergarten attendance, readiness, mobility and teacher ratings of socio-

emotional maturity, parent involvement and motivation on reading and math achievement. Results are discussed.

This article goes on to compare the Japanese system of job finding to the American one. In Japan, schools are much more involved with high schools in linkages for jobs. In the United States, we sometimes provide information but are a minor factor in the process of finding a job. It has been shown that high grades, rank and aptitude have little relationship to employment status. In Japan, jobs are given on strength of grades. This system has its cons, as well. This paper discusses the reasons and implications for the differences in the two systems.

Finally, this paper talks about why blacks are not going to college in larger numbers. One main reason seems to be money. There seems to be a trend of stable, declining interest in technological or vocational schooling and two year programs and growing interest in military service or four-year college programs. So, the aspirations are higher but the numbers achieving are lower. The impact of funds is analyzed.

** [10]Brodinsky, B., & Keough, K. E. (1989). Students at risk: Problems and solutions (Report No. 021-00213). Arlington, VA: American Association of School Administrators.

This report is a comprehensive review of an array of issues pertaining to at-risk youth. First, the factors that may put a youth at risk are discussed including impact of birth, background, and "meltdown of the home". Also included are factors associated within the students themselves as well as the schools they are a part of.

Section B gives "allies" across the country who are concerned about this issue and are working to improve the situation. The business community, state governors, the Council of Chief State School Officers, and others are discussed. Six state programs are analyzed in the way they are dealing with the at-risk problem.

Section C speaks to identifying students at-risk and gives 7 examples of "holistic approaches" to the problem. Finally, this report pinpoints several school and youth issues and gives examples of, and talks about, programs and strategies specific to these. School issues include: providing needed support, easing grade level transition, intervening in the elementary grades, building students' self-esteem, technology, and extracurricular events. Youth issues include teenage pregnancy, drug and alcohol abuse, and teenage suicide.

[11]Brubaker, D. (1991). A backstage view of at-risk students. NASSP Bulletin, 75(538), 59-66.

This paper attempts to take the reader "backstage" into the life of the at-risk student and/or the alternative school setting designed to keep these students

in school. A shadowing technique was used by following the principal and observing. The study looked at Buncombe Community School in Asheville, NC.; a school of grades 7-12 to provide alternative educational services for 140 students.

Four principles of at-risk education are presented: (1) at-risk students need to believe they are moving toward something better and educators must use language that speaks to this need; (2) at-risk students need the security of structure and predictable adult behavior. These students also respect adults who are flexible under special circumstances; (3) at-risk students need caring adult leaders who create the conditions for students to accept responsibility for their own lives; and (4) if educators who give leadership to at-risk students are too serious, they risk burn out. A sense of humor is the antidote.

[12]Carbo, M., & Hodges, H. (1988). Learning styles strategies can help students at risk. Teaching Exceptional Children, 20(4), 55-58.

This paper asserts that matching learning styles of at-risk youth with curriculum development can improve discipline, interest and skills. Carbo's Reading Style Inventory (RSI) is discussed and is suggested as a starting point in trying to identify at-risk students' learning styles. Authors give eleven strategies they think are effective from a learning styles-based instructional framework.

[13]Clariana, R. B., & Smith, L. J. (1989). Progress reports improve students' course completion rate and achievement in math computer-assisted instruction (Report No. IR-014-245). Paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR. (ERIC Document Reproduction Service No. ED 317 170)

This study looked at at-risk eleventh graders in a remedial program. Subjects were required to attend five computer-assisted instructional (CAI) sessions studying math, language and reading. Subjects were randomly assigned to groups with one group receiving individual reports two times during the 5 weeks giving progress analysis, although students did not have time to read the content of the page. They only knew progress reports were being kept and that they were being monitored.

Providing the students with reports increased course completion rates. The data were analyzed by locus of control and levels of ability as determined by the Achievement Test. The results proved significant across all levels of locus of control and achievement. Thus, CAI progress reports may increase course completion with at-risk youth.

[14]Clark, T. A. (1991). Evaluation: The key to reflective management of school reform for at-risk students. Urban Education, 26(1), 105-117.

This paper begins by discussing the lack of formally evaluated drop out prevention programs considered successful. The worry becomes that programs considered successful in accomplishing their objectives of reducing dropouts, increasing student achievement, and enhancing adolescent self-esteem often have no concrete evidence in the form of viable outcomes data.
This article reviews the general status of educational program evaluations and clarifies the different evaluation approaches. Uses of evaluation data as they are fed back to project leaders are then recommended in the context of intelligent and reflective management of school reform for at-risk students.
Specific schools and evaluation/feedback processes are given as case examples and processes. Finally, a need for the movement to internal evaluation and a realization that this is for everyone's benefit is ideal.

[15]Claus, R. N., & Quimper, B. E. (1989). Michigan early childhood education preschool program process evaluation report, 1988-89 (Report No. PS-017-900). Saginaw Public Schools: Michigan Department of Evaluation Services. (ERIC Document Reproduction Service No. ED 305 178)

This is an evaluation of the Michigan Early Childhood Education Preschool Program (MECEP) for high-risk four-year-olds. This program is based on the Piagetian concept that a child develops intellectually in a stimulating environment. The preschoolers are provided with an environment that encourages experimentation and seeking new knowledge.
There are seven program component areas: cognitive, psychomotor, education, curriculum, staff development, and community collaboration/participation.
The evaluation found the program, at five different sites, to be meeting most of the criteria as stated in the plan. Observations revealed: (1) activities supposed to take place daily were in all classrooms except for grouping and regrouping; (2) a parent participation record was being maintained in all 5 classrooms; (3) labels were posted on objects in classrooms to assist in work recognition; (4) language related displays were apparent in each classroom; (5) teachers were all employing language production enhancement techniques but the frequency differed; (6) a review of "pat" phrases by teachers revealed that affective and cognitive/psychomotor activities were taking place using such phrases; and (7) a wide variety in methods used to schedule center-to-center free play was observed.
The program was deigned to be operating as planned although improvements are needed and recommendations are enclosed. Appendices include list of at-risk factors, program components/objectives and activities and language observations.

[16]Coburn, J., & Nelson, S. (1989). Teachers do make a difference: What Indian graduates say about their school experience (Report No. RC-017-103).

Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 306 071)

This is a description of a survey of 306 Indian high school graduates. The study discusses what students perceived to be the most helpful activities, attitudes and people that aided their graduating.
Students cited anywhere from 1 to 10 "mentor"-type persons in their daily school life that helped them. Students felt teachers were most helpful who were firm but kind, encouraging, open-minded, patient and challenging academically. Much internalized pride can be seen in the Indian students' responses.

[17]Coyle-Williams, M. (1989). What works in vocational education for students who are at risk. TASPP Brief (Report No. CE-053-736). Washington, DC: Office of Vocational and Adult Education. (ERIC Document Reproduction Service No. ED 313 535)

This BRIEF summarizes recommendations in recent research reports concerning the role of vocational education in enhancing the success of students at risk of dropping out of school.
Mechanisms are described for helping at-risk youth to follow "normal" transitional paths through vocational programs and to take advantage of job-training aspects. Work-study programs may actually encourage at-risk students to drop out because they are often unrelated to the school programs. Pre-placement counseling, expansion of cooperative learning by integrating vocational and academic coursework, developing "competency profiles", aiding students in finding jobs and rewarding effective programs all may lead to improved success of disadvantaged youth.
School-to-work transitional programs are discussed including monitored work experience, incentives for students like guaranteed post-secondary schooling, career counseling and mentor programs. Policy objectives are also discussed at the federal, state and local level.

[18]Cuellar, A., & Cuellar, M. F. (1990). From dropout to high achiever: An understanding of academic excellence through an analysis of dropouts and students-at-risk (Report No. UD-027-547). San Francisco, CA: San Diego State University, Institute of Borders Studies. (ERIC Document Reproduction Service No. ED 322 252)

This study looks at at-risk students as compared to students who reach academic excellence. It discusses: (1) the characteristics of at-risk students; (2) the causes of dropouts - internal and external; (3) effective methods of drop out prevention; and (4) academic excellence based on findings about at-risk students.
This study gathers data from many authors to summarize effective at-risk programs. In conclusion, the study finds the effective at-risk programs very similar to the academic excellence programs and this supports the study's suggestion that a continuum of students exist from at-risk to excellent (or no risk).

[19]Cullen, C. (1991). Membership and engagement at Middle College High School. Urban Education, 26(1), 83-93.

Using the fundamental characteristics of Wehlage's study of fourteen American high schools that effectively serve at-risk students, Middle College High School on the campus of LaGuardia Community College in New York City was

designed to meet the special needs of at-risk students. Statistics show that, in 1985, 83% of Middle College students graduated compared with 50% for city-wide New York. In 1987, 75% of Middle College graduates went on to college. The high school students participate fully in the life of the college and the teachers, professors and administrators all communicate and interact as well. This, and the fact that the high school is right in the center of the college campus, leads students to feel college is a realistic goal as well as is finishing high school.

This description of Middle College talks of forming a sense of belonging, school scheduling, process on arrival, internships, teacher's proactive role, academic engagement through collaborative learning, high-interest materials and informal open-ended remedial classes, minority studies and team taught courses with college and high school faculty.

[20]Dryfoos, J. G. (1991). School-based social and health services for at-risk students. Urban Education, 26(1), 118-137.

This paper is based on the recent rapidly building consensus among educational reformers that the school must become a center for a wide range of psychological, health, social, recreational and treatment services. New coalitions are believed to be required and the isolation of education from other human services will have to be overcome. A joint commitment from health services and school are especially recommended.

The article begins with a definition of who is at-risk which is a clear statement of interlocking variables. It continues by discussing what works for at-risk children including some common components and program elements that appear to have an effect across previous fields. These were: (1) individual attention within a case management-type system; (2) early intervention; (3) basic skills as the bottom line; (4) healthy school climate; (5) parent involvement; (6) peer involvement; (7) connection to the world of work; and (8) social/life skills training. All of the reviewed 100 programs underlined the importance of community-wide, multi-agency and multi-component interventions.

Finally, this study gives examples of school based social and health services along with the complexities of the programs. Implications are discussed such as the vision of a collaborative venture with open doors for the whole family and an array of community services. With the changing family and the increases in at-risk students, this coalition idea may be the ideal answer.

[21]Frymier, J. (1989). A study of students at risk: Collaborating to do research. Bloomington, IN: Phi Delta Kappa.

This book is an extended discussion of "Developing a measure of at-riskness" by same Robertson and Frymier. Development of this measure was only a piece of the larger research study to gather information on at-risk youth.
Chapter 1 describes the rationale and guides of the study. Chapter 2 delineates the jobs and steps the study undertook in each participating chapter of Phi Delta Kappa. Chapter 3 talks of moving the chapters into analyses of data and interpretation. Chapter 4 gives an overview of the data on 22, 018 students collected by participating chapters in 87 communities. The subjects were fairly evenly divided among fourth, seventh and tenth graders. 70% were white, 16% black, 7% Hispanic, 2% Native American and 3% Asian. 51% of the students were males and 49% were female. 9,652 teachers were surveyed and 276 principals were involved in a structured interview.
Data were analyzed in two ways. One, they were aggregated for all 276 schools and descriptive analyses were accomplished. And second, data were analyzed separately by site and by school. Findings are discussed. Chapter 5 discusses issues that emerged from the research. Two issues - research and retention - serve as themes to tie all the other findings together. Details of the study - manual of instructions, training, analysis of data - are given in chapter 6. Chapter 7 evaluates Phi Delta Kappa's project.

[22]Gaston, S. N. (1987). The effects of an alternative organizational framework on students at risk for dropping out (Report No. CG-019-925). Paper presented at the annual meeting of the American Educational Research Association, Washington, DC. (ERIC Document Reproduction Service No. ED 282 157)

In response to the difficulties at-risk students have in coping with the formal and impersonal structure of most high schools, an effort was made to create an alternative, more supportive, organizational structure featuring participative management in the Louisiana State Youth Opportunities Unlimited program (LSYOU). Program teachers, counselors and tutors underwent inservicing in a counseling curriculum. All class sizes were limited to 13 with a tutor and a teacher in each. Student input and autonomy were maximized. The goal of the program was the acquisition of coping skills.
The focus of this paper was to validate that the treatment condition (the LSYOU program) consisted of alternative organizational characteristics from regular high schools. And, the intention of the paper was to validate that the LSYOU program exhibited the organizational characteristics of the participatory management style as defined by Likert.
The scores of the students on the post-treatment instruments show that the LSYOU program was perceived as having obtained these goals. Also, the program was found to have significantly positively impacted certain academic and affective skills. It is hypothesized that this increase in skills will reduce

alienation among this at-risk group and thus lower their chances of dropping out.

Also included in this report is a literature review of why students may drop out and several theoretical postulations of what schools need to do to retain these students.

[23]Geary, P. A. (1988). Defying the odds?: Academic success among at-risk minority teenagers in an urban high school (Report No. UD-026-258). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 296 055)

This paper is an ethnographic study of a group of 35 Black, academically successful inner-city adolescents in tenth and eleventh grades from the vantage point of the culture itself. Authors postulate that the huge drop-out and failure rate for minorities is misunderstood without taking into account the school personnel's lack of knowledge about these students and their culture. Data were gathered using student input as well as observers and school personnel. Field notes, interviews, records and other artifacts all lend detail to this study. Students were selected as participants in a college preparatory program entitled "Expanded Horizons", a program to motivate and help each other with tests, image and outlook. Students were recommended to the program by teachers.

The qualitative study was conducted and the data were eventually formed into an analytic scheme presented here. Teachers seemed to feel academic success or failure rests with the individual student and his or her good attitude and willingness to work hard. Students view success as a measure of their independence, treatment, the amount of encouragement and stimulation they are given in the here and now. Academic success is a tiered phenomenon with teachers playing an important role. Most critical, the difference seen in these successful kids is their future goals and innate motivation to reach those goals. Further details explored.

[24]Green, K. R., & Baker, A. (1986). Promising practices for high-risk youth in the Northwest Region: Initial search (Report No. CG-019-199). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 271 660)

This report briefly describes the characteristics of marginal students who are the focus of dropout prevention strategies (with the best information from the High School and Beyond study). It then goes on to try and identify the characteristics of effective practices for this population at the middle school and high school levels. The report tries to begin to identify promising practices throughout the Northwest region of the United States which can serve as examples for others to emulate.

A literature review is conducted in which the education of at-risk youth is discussed as well as literature on practitioners who already are attempting to deal with this problem day-to-day. The author mentions that although much is being done to help at-risk students, there is little evaluative research being done on these methods to learn if they are effective.

A brief questionnaire was distributed to all middle, junior and high school principals, county/educational service district superintendents and school district superintendents in the six states in the region. These were to be answered and passed on to those who have direct contact with at-risk students. The goal of the questionnaire was to gather initial information on the dropout prevention activities underway in the region schools. Results of this survey are included (241 responses).
A summary of what the authors see as common characteristics of effective programs is on page 37.

[25]Greene, B. Z. (1986). Lower the risk for "at-risk" students (Report No. EA-018-780). Alexandria, VA: National School Boards Association. (ERIC Document Reproduction Service No. ED 273 043)

This report looks at nine programs aimed at reducing the dropout rate and bringing at-risk students back into the educational mainstream.
The study first looks at the dropout problem in terms of economic costs due to a loss of earnings and expenditures to teach remedial reading, writing and math as well as the costs of unemployment, welfare and other services that drop outs receive.
The nine programs are described including: changes in Wisconsin's attendance law; an early intervention program initiated by the Norfolk, VA Public Schools; the "adopt-a-student" program in Los Angeles Unified School District's Fremont high School; projects run by the Summer Training and Education Program (STEP) in Boston, Seattle, Portland, San Diego, Fresno, and New York; an alternative high school program run by Newark, Ohio High School; dropout recovery programs operating in Los Angeles and Duval County, Florida; and federal efforts through the Dropout Prevention and Reentry Act of 1986 and the Job Training Partnership Act.
The author describes successful characteristics of these programs such as: low student-adult ratios, sites away from regular programs, vocational training, and a variety of school experiences combined with work and related services such as counseling, day care and medical care. Also early identification is stressed. Questions school boards can ask when assessing their own district's dropout policies are provided and evaluative studies are strongly suggested.

** [26]Griswold, P. A., Cotton, K. J., & Hansen, J. B. (1990). Effective compensatory education sourcebook: Volume 1: A review of effective educational practices. Washington, DC: United States Department of Education.

The basis of this book is that schools can make a difference for at-risk students and that their lives do not preempt a possible learning experience in school. Teachers can also make a difference and five characteristics of effective teachers are given. The interrelational aspect of the school and teacher

attributes are believed to be key in understanding the effectiveness of a program. The classroom (instructional) attributes relate to teacher behavior and practice and the school level (organizational) attributes are those normally established by administration.

The book goes into detail about each of the 13 identified attributes that signify unusually successful Chapter 1 programs. These are: Organizational attributes -- positive school/classroom climate, clear project goals, coordination with the regular school program/other school programs, parent/community involvement, professional development and training, evaluation results used for project improvement, and strong leadership. Instructional attributes -- appropriate instructional materials, methods/approaches, maximum use of academic learning time, high expectations for student learning/behavior, regular feedback and reinforcement, closely monitored student progress, and excellence recognized and rewarded.

After discussion of the 13 attributes, the book talks about educational improvement and the process of change. This section includes characteristics of effective implementation as well as strategies that may be helpful to staff of schools and programs seeking to bring about program improvement.

This book is essentially an overview of research literature on effective programs and attempts to find common threads to help us understand the process of educating at-risk youth more effectively.

[27]Iannucilli, M. (1989). The dropout and vocational decidedness: Can it make a difference? (Report No. CE-052-565). Information Analyses (070). (ERIC Document Reproduction Service No. ED 308 286)

Vocational education has a significant role to play in dropout prevention because studies show a positive correlation between involvement in vocational education and school completion. Students involved in vocational education are more likely to be involved in school-sponsored activities that help them shape goals for themselves and the future. At-risk students (potential dropouts) should be especially targeted for vocational education programs that can prepare them for a decent future. A national survey shows that vocational classrooms provide more educational experiences similar to dropout prevention programs than do academic classrooms. Vocational classrooms are more student-centered, more activity-based, and more individualized than other classrooms. Also included is a comparison table of vocational versus academic classroom characteristics.

[28]Kammoun, B. B. (1991). High school dropout programs: Elements for success. NASSP Bulletin, 75(538), 9-14.

The author uses a case study of the Dropout Intervention Program at Sweetwater High School in National City, California, to identify fundamental

structure elements of a successful program. These elements include: (1) Initiative- in a principal's risk-taking as well as superintendents, faculty and staff implementation; (2) Incentive - the greater the incentive, the greater likelihood of success. This includes teachers, students and school incentives; (3) Innovation - Sweetwater designed a technology based independent learning center that would afford flexibility. Also, innovation in teacher-student relations as well as positive standards and expectations for students; (4) Secure funding - insure program continuation as long as students meet usual attendance standards; (5) Staffing - enthusiastic, committed teachers who have high expectations; and (6) Esteem - equal treatment of students in program compared to the mainstream.

[29]Kramer, L. R. (1990). A comparison of at-risk and successful students' school experiences in a multicultural junior high (Report No. UD-027-421). San Diego, CA: San Diego State University. (ERIC Document Reproduction Service No. ED 318 828)

This study begins with a somewhat comprehensive review of the recent literature on dropouts. The framework of this study was a phenomenological one which involves the assumption that human experience is mediated by interpretation. Therefore, the author believes that student interpretations of school experiences are essential.

In this ethnographic study, 110 students from a multi-cultural, inner-city school were studied. 31 were identified at-risk, 43 were good/average and 36 were honor role students. A qualitative study was completed along with questionnaires and essays by the subjects to compare the school experiences and beliefs among these groups. Four findings were reported: (1) by the seventh grade, at-risk students were more alienated from school than successful students; (2) for both at-risk students and successful students, school experiences and self-image were closely connected to quality of relationship with teachers; and (3) for at-risk students, relationships with teachers were significantly more negative than for successful students and manifested themselves in perceptions of worthlessness to teachers; and (4) relationships with peers were not significantly different between at-risk students and successful students. Statistical data are enclosed as well as a list of 38 references.

[30]Liontos, L. B. Trends and issues: Involving families of at-risk youth in the educational process. ERIC Clearinghouse on Educational Management, College of Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207.

Teachers often assume that parents of at-risk students don't care about their children's education. This report argues that parents do care, but that many

of them feel insecure about their abilities and need schools to reach out to them. If schools instruct parents on what they can do to help their children be successful in school and create in-school programs that use parents' skills, parents feel more confident and take the initiative in telephoning and visiting schools more frequently. Liontos gives examples of how schools got poor and minority parents involved and boosted children's achievement as a result.
The report notes that many low-income schools that try to involve parents fail because they rely on methods geared to middle-class families. At-risk parents generally will not take the initiative to attend open houses, parent-teacher conferences, or volunteer programs. The author says many of these parents are reluctant to participate because they have bad memories of their own schooling, are embarrassed about their child's behavior, or feel inadequate about their ability to take part in their child's education. Also, parent's work schedules conflict with school activities and child care costs are often prohibitive.

[31]Mason, J. M., Kerr, B. M., Sinha, S., & McCormick, C. (1990). Shared book reading in an early start program for at-risk children (Report No. PS-018-992). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 325 202)

This study addresses pre-school at-risk students in a Head Start program. A quasi-experimental study was carried out with multivariate and univariate analyses conducted revealing that literary development can be fostered through the incorporation of shared book reading. Although the results are most likely due to the books and process, the authors warn that the experimental group with books sent home may have had an increased interest and thus, more reading and an increased ability. Alternately, the books may have fostered an improved ability which increased the child's sense of mastery which upped his/her interest. Either way, a relationship was found indicating a cycle of success in using simple-to-read books to supplement a language-focused pre-school program for at-risk kids. This is a rigorous study with 20 references.

** [32]McPartland, J. M., & Slavin, R. E. (1990). Policy perspectives: Increasing achievement of at-risk students at each grade level (Prepared under purchase order number 433J47900838). Washington, DC: Information Services, Office of Educational Research and Improvement, U.S. Department of Education.

This paper examines the status of currently proposed or implemented school programs aimed at increasing achievement of at-risk students in the elementary, middle, and high school grades. The authors review and assess solutions designed to change organizational, instructional, and curricular practices and resources. Retention in grade, ability grouping and tracking, and special education are examined due to their widespread usage. The review

examines how these structures put up barriers to improving the achievement of at-risk students and then analyzes how effective programs at the elementary, middle and high school levels remove these barriers or function within them to improve achievement and prevent dropout. Also included in this paper is a 55-reference bibliography and a listing of the author's choices of effective programs for students at risk. This listing includes names of programs and contact persons with addresses.

[33]Miller, S. E., Leinhardt, G., & Zigmond, N. (1988). Influencing engagement through accommodation: An ethnographic study of at-risk students. American Educational Research Journal, 25(4), 465-487.

This study explored the academic world of regular and learning disabled high school students to determine what aspects of that world might related to potential drop out behavior. Accommodation as an explanation of why students become and remain academically engaged is discussed. The accommodating actions in terms of institutional, classroom, and interpersonal processes may enhance the ability of students to become and remain academically involved. However, this accommodation may also be a lowering of academic standards and ultimately limit the usefulness of students' school experiences. The study is a qualitative and descriptive study with data collected from observation and monthly interviews of 6 students.

[34]Nardini, M. L., & Antes, R. L. (1991). What strategies are effective with at-risk students? NASSP Bulletin, 75(358), 67-72.

This study summarizes a large study by the Phi Delta Kappa Educational Foundation. Eighty-five middle/junior high school and 93 senior high school principals at 100 sites throughout the United States provided their observations concerning strategies used with at-risk students plus the effectiveness of these strategies.
Two tables are included. One lists all reported strategies, the percentage of principals who use them and their perceived effectiveness. The second ranks strategies by effectiveness. Parental notification and conferences were essential for both middle and high school students to improve the school and student learning environment.

[35]Naylor, M. (1989). Retaining at-risk students in career and vocational education (Report No. CE-052-835). Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 308 400)

This paper lists the factors that place students at risk of dropping out, examines the characteristics of successful programs in career and vocational education for secondary at-risk students, and presents recommendations for enhancing teacher and program effectiveness to motivate at-risk youth.

[36]Nevetsky, J. (1991). At-risk program links middle school, high school programs. NASSP Bulletin, 75(538), 45-49.

A description of North Brunswick Township School District in Central New Jersey demonstrates its commitment to an on-going plan aimed at reducing the numbers of at-risk students and providing some of the services troubled youth need. First, in middle school, they noticed students were using suspensions

as vacations and not changing behaviors, so in-school suspension was implemented. In addition to keeping the students in school, the program required the student to complete schoolwork, be responsible for homework, and receive counseling aimed at modifying behaviors that resulted in suspension. One carefully chosen individual was selected to do the counseling, follow-up with parents,and staff. This person recognized that there were so many issues these at-risk youth carried with them that the program turned into a larger counseling effort.

An expanded program included an adult assigned to the student for monitoring and support. Also, a team approach allowed for weekly meetings to review each student. Furthermore, a "secret pal" program was included in which each staff member chose a potentially at-risk student to provide that extra personal touch.

A high school transition was not in place so the school administration decided to set up a program to address the ninth grade problems, as these were seen to be setting the tone for the school. Operation Transition was implemented. First strategies included contacting parents, meeting with them and follow-up with phone calls. Counselors were more available and scheduling changes were made when necessary. The numbers indicate a successful program in that 17 out of 36 were graduated from the program.

[37]Payne, C. (1991). The Comer intervention model and school reform in Chicago. Urban Education, 26(1), 8-24.

This paper analyzes two attempts to reverse the failures of urban education. The Comer model applies basic principles of child development and social science to schools to attempt to form healthier environments for students and educators alike. The original Comer elementary school that stayed with the program was, in 1984, out-performing even some of the more socially privileged schools of New Haven.

The Comer model is difficult to explain because it largely deals with flexible workings with human relationships and organizational structures. Three components and three guidelines are discussed in detail.

The Chicago schools project is discussed as to the structure and politics of the process. This is a relatively new attempt at reform (1989) and thus is not being evaluated here, just described. The reform is attempting to form Local School Councils (LSCs) to create a more cooperative type of school governance.

The interest of the community was high and the author believes that whatever happens in the next few years, we should not lose sight of the amazing outpouring of energies that has been exemplified.

[38]Peng, S. S., Wang, M. C., & Walberg, H. J. (1992, April). Resilient students in urban settings. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA.

This study identifies characteristics and experiences of resilient urban students. These students were defined as resilient if they were from low-income families whose combined reading and mathematics test scores were consistently above the national means. Based on the National Education Longitudinal Study of 1988 data, 19 % of low-income urban students were in this category. They had higher educational aspirations and felt more internally controlled than non-resilient students. They also interacted more often with their parents and their parents had high educational expectations for them. These results are consistent with previous findings about resilient children. The implications of these findings for education are discussed in this paper.

[39]Peterson, K. D., Bennet, B., & Sherman, D. F. (1991). Themes of uncommonly successful teachers of at-risk students. Urban Education, 26(2), 176-194.

Six minority and six non-minority elementary school teachers who had been recognized as uncommonly successful with at-risk students were examined. These teachers participated in three phases of the study: (1) a monologue on how they perceived their success; (2) a selection of data sources that would support their identification as successful teachers (i.e. pupil surveys, parent surveys, peer reviews, etc.); and (3) a needs assessment.
Commonalities between the teachers are discussed as well as divergences. Implications and further research questions are included.

[40]Petzko, V. N. (1991). School characteristics and attendance rates - what is their relationship? NASSP Bulletin, 75(358), 121-125.

This research brief describes a study of which the purpose was to identify variables related to school attendance rates. Information about the community, characteristics of the school, and elements of the school attendance policy were identified and analyzed to determine if they could be used to predict the attendance rates of both the total school population and specific grade levels. 59 public high schools in the 7 county metro areas of Minneapolis-St. Paul, Minn. were studied. Demographic variables, organizational variables and attendance variables are given and then analyses of total school attendance and grade level attendance were conducted. Results indicate that two demographic variables can be used to predict attendance. As the percent of minority students increases, attendance can be expected to decrease. As the percent of students attending four year colleges increases, attendance increases in three groups. The ratio of counselors to students was a significant and positive variable, yet extremely small. The existence of an excessive

absence clause and whether or not students lose credit if truant had significant positive relationship to attendance in 4 out 5 analyses. Other conclusions and implications of the research are discussed.

[41]Philliber, S. (1986). Teen Outreach: Data from the second year of a national replication (Report No. CG-020-140). Paper presented at the annual Children's Defense Fund National Conference, Washington, DC. Program of the Association of Junior Leagues. (ERIC Document Reproduction Service No. ED 285 097)

Using five behaviors as its outcome measures, a program called Teen Outreach evaluates and monitors its own efforts to reduce teenage pregnancy and increase school completion. These behaviors are failure, suspension, dropping out of school, occurrence of pregnancies and live births. This study gives little discussion of what the program Teen Outreach entails and there is no literature review.

During 1985-86, data indicate that Teen Outreach students were significantly less likely to become pregnant, to have a live birth, or to drop out compared to a matched control group. The results become even more significant if we exclude the Teen Outreach participants who attended the program less than 25% of the time. Finally, the most successful group includes those in the above group who also worked some volunteer hours.

A one-year follow-up on these students indicates a continued statistically significant likelihood of being enrolled in school or having graduated. Study includes detailed data from each site.

[42]Pogrow, S. (1990). A socratic approach to using computers with at-risk students. Educational Leadership, 47(5), 61-66.

This paper is essentially a description of Higher Order Thinking Skills (HOTS) by the author/developer. It describes a need for technology in the classroom while continuing the pedagogical work of the teacher. HOTS is a thinking skills program that combines Socratic dialogue and drama with the newest technology and learning theory.

The author thinks computers should not "replace" teachers, i.e. by becoming an explicit goal-oriented drill instructor. Instead, HOTS uses computers and teachers to improve metacognition (strategies), inference abilities, decontextualization, and information synthesis through the Socratic conversational method centered around computer-generated dilemmas and events.

At-risk students, with their special needs to learn with differing and various sensory styles, can benefit from a HOTS-type program, which has demonstrated on a large scale to be quite effective.

[43]Pollak, S. D., & Bempechat, J. (1989). The home and school experiences of at-risk youth: An annotated bibliography of research studies. New York, NY: ERIC Clearinghouse on Urban Education; Institute for Urban and Minority Education.

This bibliography provides annotations of 33 major research studies on the social factors that impede disadvantaged children's ability to learn and succeed in school. The studies demonstrate that a wide range of educational, familial, and social influences can either put children at risk of educational failure early in their lives or help them overcome their disadvantage later in their school careers. Collected here, they do not point to a single aspect of life that can explain a child's achievement. Rather, they demonstrate the extreme complexity of social influences on a child's development.
The bibliography is divided into three sections to reflect the influences of school, home, and society in general on a child's educational experience. Most studies are dated between 1982 and 1988.

[44]Polonio, N. A., & Williams, R. A. (1991). The politics of funding at-risk programs in the 1990s. Urban Education, 26(1), 43-55.

One strategy to deal with the indications of failure of the nation's secondary schools is a more concerted effort to provide supplementary support services for students in high school who are thought to be at-risk of dropping out of school. Higher education institutions have been involved in this linkage and community colleges have been creative in instituting programs to respond to the at-risk students.
Three major assumptions underlie these programs: (1) junior high and high school students, on completion of high school, are uncertain of their options and, unable to see the relevance of their education to their lives, get bored and drop out; (2) many high risk students do not have financial resources or the collegiate culture, to plan for higher education; and (3) high risk students are less well prepared academically to pursue a college education.
This analysis shows the need for further vertical integration of the educational system, which may be done through the legislature's support of programs that facilitate retention and transfer from schools to colleges.
Model programs in Connecticut and New Jersey are discussed. National models and remedial programs are further described.

[45]Quinn, T. (1991).The influence of school policies and practices on dropout rates. NASSP Bulletin, 75(358), 73-97.

This review of the research on developing effective strategies to reduce the dropout rate in our country evaluates the relative effectiveness of these strategies, along with some research-driven alternatives that have been shown to have a positive effect on students at risk of dropping out of school.

The study includes a listing of characteristics of dropouts and an estimation of cost to society of the dropout problem. The recent idea that schools may be responsible for some student failures is discussed, particularly using Wehlage's study of 14 schools.
The author discusses Tinto's work on impediments to school success such as adjustment, difficulty in academic areas, incongruence between student and school, and isolation. A variety of alternative strategies have been found to be particularly effective in decreasing the drop out rate. They include: placement of at-risk students in alternative programs, individual counseling, low student-teacher ratio, and heavy vocational education emphasis and peer tutoring. A partial listing of effective prevention efforts by administrators is included.
School factors exacerbating dropout rates are discussed such as remediation, retention and transitional classes.

[46]Richardson, V., Casanova, U., Placier, P., & Guilfoyle, K. (1989). School children at-risk. London: Falmer Press.

This book describes a qualitative study of 12 elementary students that were distributed in three classrooms, two schools, and two school districts. The focus on individual students called for a case study technique. The schools, classrooms and teachers are all described in depth. The questions the authors used to guide them in their case studies were: (1) who are the students designated as at-risk?; (2) what is the organization of the schools and classrooms in which the students are operating?; (3) what are the beliefs held by the teachers and other adults in the school setting about the term at-risk?; (4) what happens to the at-risk students in their classrooms and schools?; (5) what perceptions do the at-risk students express about school?; and (6) what do the parents of the at-risk students believe about their children and about school?
The book includes a summary of the authors' theoretical understandings of the social construction of at-risk status as this construction operates within broader social constraints that create a set of enduring dilemmas for school people. Finally, in the last chapter, conclusions are summarized and a set of principles to be considered in reforming elementary schools is given to meet the needs of at-risk students.

[47]Robertson, N., & Frymier, J. (1989). Developing a measure of at-riskness. (Available from Phi Delta Kappa, Study of students at-risk, PO Box 789, Bloomington, IN 47401).

This brief summary speaks of a large study undertaken by Phi Delta Kappa. This paper discusses the development of a measurement instrument to help identify children at-risk. A copy of the instrument is included. Also available is the bibliography, non-annotated, that the authors used for their review of the

literature in trying to verify their definition of at-risk youth and in trying to identify specific conditions that contributed to the state of being at-risk. 115 titles are given.

[48]Rogus, J. F., & Wildenhaus, C. (1991). Programming for at-risk learners: A preventive approach. NASSP Bulletin, 75(358), 1-7.

Principals face a special challenge in providing at-risk programming. They must: (1) identify a limited set of program ideas that have potential for assisting a large number of at-risk students without requiring additional sources; and (2) work with faculty to refine these ideas and make them their own.

Program focus should be on identifying a limited set of needs that can be added through existing curriculum. Goals are verbalized from these needs. A holistic approach to program planning would be most successful using program tactics with the greatest potential impact for the largest number of youth. Teachers should be involved in the planning process.

The authors' tactics which are expanded upon include: (1) establishing an invitational climate which invites success and cooperative learning; (2) developing an advisory system; (3) providing a system of recognition for valued behaviors; (4) extending involvement of students in class/school activities and governance; (5) modeling conflict resolution and problem-solving behaviors; (6) providing time for reflection or important life questions; and (7) emphasizing the importance of writing across the curriculum. Finally, the authors suggest a school ethos characterized by intimacy and fruitfulness as well as recommending work with teachers to help implement plans.

[49]Ryan, M. E. (1991). Intensive learning: An answer to the dropout crisis. NASSP Bulletin, 75(538), 25-30.

The author writes of time as a factor that affects a given learning experience. One approach to instructional effectiveness is to rethink the traditional school day schedule. Does a "summer schedule" format -- one subject a day, one period school day for an amount of time -- improve academic achievement for students at-risk of failing? Research indicates that time on task in summer school is a variable that affects learning differences between students, between classes, even between nations.

This author believes that these improvements of students in summer school can be replicated during the school year if we implement summer school format during the school year. What are the advantages?

(1) More allocated time in school would be spent as engaged time on academics rather than moving from class to class, roll calls and adaptation to different rules/personalities and styles; (2) Teacher benefits due to smaller class

size, time to set boundaries, to mentor and to take on additional responsibility for student success; (3) Scheduling problems would be reduced.

[50]Schwartz, W., & Howley, C. (1991). Overcoming risk: An annotated bibliography of publications developed by ERIC Clearinghouses. Charleston, WV: ERIC/CRESS and New York, NY: ERIC/CUE.

This publication is a collaboration of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) and the ERIC Clearinghouse on Urban Education (CUE). Both Clearinghouses have a strong interest in at-risk students. Two essays are presented to introduce an annotated bibliography of publications about risk. The first essay categorizes personal, family, and environmental factors that may place children at risk. The author recommends educational reforms to mitigate the effects of risk. The second essay by Jack Frymier and Neville Robertson presents a working definition of risk (taken from their study for Phi Delta Kappa) and discusses the way in which individual differences influence particular students' responses to risk.
The bibliography includes 136 references, all pre-1989, that respond to a wide range of concerns of educators and other professionals working with at-risk students.

** [51]Slavin, R. E., Karweit, N. L., & Madden, N. A. (1989). Effective programs for students at risk. Boston: Allyn and Bacon.

This book is a very complete comprisal of a study of effective at-risk educational programs. Programs are discussed from an evaluative, research point of view. Chapter 1 explains the problem itself by defining "at-risk" and looking at several programs as a basis. Chapter 2 and 3 discuss effective programs in the elementary grades. Chapter 2 looks at effective in-classroom programs while chapter 3 examines effective pullout programs. Chapters 4 and 5 study effective programs in preschool and kindergarten classes, respectively. Chapters 6-10 are focused on effective programs in remedial and special education. First, chapter 6 speaks to instructional issues, approaches and problems. Chapter 7 discusses the quality of Chapter 1 instruction. Chapter 8 goes into design details such as instructional setting that have an impact on compensatory education programs. Chapter 9 deals with instructional activities related to achievement gain in Chapter 1 classes. Chapter 10 is specifically geared toward effective strategies for learning disabled students in the regular classroom. Finally, chapters 11 and 12 summarize the broader issues dealt with so specifically in the chapters above. Chapter 11 discusses coordination, collaboration and consistency of programs as well of recommendations of interventions. Chapter 12 draws conclusions for practice and policy. A model of elementary school organization that incorporates much of what the authors talked of earlier about effective

programs for students as-risk is given here and is called Success for All. The program was piloted at a school and is being introduced into others. Evaluation results of Success for All is shared and policy recommendations conclude this comprehensive book on effective programs for at-risk students.

[52]Solomon, H., Chaikin, M., & Miller, D. (1988). Study of exemplary guidance programs in elementary schools. OEA evaluation report (Report No. CG-021-652). New York City: Board of Education, Office of Educational Assessment. (ERIC Document Reproduction Service No. 306 519)

This study looked at eight exemplary guidance programs to search for effective approaches and strategies to help identify and counsel at-risk elementary students.

Through the literature review, ten ideal guidance practices were identified that lent a framework to these authors' examinations of the eight programs. Results showed that successful guidance practices operated as integral parts of schools' overall educational functions. These exemplary programs also provided a wide range of guidance services to their students, staff, and parents and served as the fulcrum for a variety of human resources for at-risk children and their families.

Successful guidance programs were supported by faculties that were responsive and willing to share in the planning and implementation of guidance functions. Successful counselors served more children more effectively through active collaboration with community social service professionals and provided leadership and direction in the operation of school pupil personnel committees. Principals should bring counselors into school-wide programming and decision-making, and greater initiatives should be exercised in building a strong parent constituency.

Two factors out of the ten ideal practices were not found in the exemplary guidance programs: (1) school guidance goals were not clearly defined and communicated to staff; and (2) well-designed evaluations were not conducted to demonstrate the effectiveness of guidance in schools.

[53]Stevenson, J. O., Jr. (1991). Tales of risk, of deliverance, and the redemption of learning. Urban Education, 26(1), 94-104.

This paper is by a teacher who has twenty-five years of experience who looks at teaching at-risk students and what "has worked" with these students. The author cites: (1) high expectations v. institutional standards; (2) collaboration with peers v. teacher-dominated interventions; (3) broad thematic thrusts v. subject matter mastery; and (4) approaches centered in the principles of orality v. text-centered strategies.

This paper looks at personal case studies in attempting to understand the helping process with at-risk students. The author believes in a blend of subject mastery in an environment of encouragement and open sharing. The author's opinions on research needs are given.

[64]Strother, D. B. (Ed.). (1991). Learning to fail: Case studies of students at risk. Bloomington, IN: Phi Delta Kappa.

This book is comprised of 11 case studies of at-risk children who attended public schools in America in the 1980s. These case studies were selected from those of 65 young people gathered by researchers in the Phi Delta Kappa study (see Frymier, 1989). Although the children were labeled at-risk and provided with assistance from their schools, the help was often scattered among different agencies and uncoordinated. The readers may notice similarities among the children but each child is also unique and brings to schools a very different sets of needs. The hope of the authors here is to develop a greater sensitivity to children's problems, compassion for their "solutions" to them, and motivation to help find ways to ensure that all children get the education society wants them to have.

[55]Swanson, L. A., & Williams-Robertson, L. (1990). School-Community Guidance Center: An alternative education program for high-risk students, 1989-90 (Report No. CG-022-659). Austin, TX: Austin Independent School District, Office of Research and Evaluation. (ERIC Document Reproduction Service No. ED 321 210)

This study goes into great detail about the School-Community Guidance Center of the Austin Independent School District during the 1989-90 school year. A grant allowed three project specialists to work with at-risk and delinquent kids and conduct research on the effectiveness of two programs: (1) the Alternative Learning Center (ALC); and (2) the Travis County Juvenile Detention Center. The programs were established to help the students improve in the areas of school attendance, academic achievement, behavior and frequency of contacts with the court system.

Evaluation of the program determined that: (1) enrollment at the juvenile center increased 27% in 1989-90; (2) recidivism increased; (3) data suggest that attendance at ALC had no effect on academic performance; (4) insubordination, truancy, fights and obscene language were most common referrals; (5) a new practice resulted in an assignment of 151 over-age middle school students to ALC; (6) more than one-half the students at ALC felt more confident about staying in school and believed behavior had improved; and (7) few of the school district's employees knew about or viewed the ALC positively.

[56]Tanner, C. K. (1989). Probable impacts of education policy on at-risk students. Journal of Research and Development in Education, 22(2), 1-5.

This study focused upon increased academic standards as a probable cause of students' dropping out of school. 469 high school principals in schools targeted as high risk because of their large number of students of non-English language backgrounds were sent a questionnaire (included in study) asking for information regarding the level of dropouts in response to higher academic standards, longer school days and extended school years.

27.7% of the schools revealed higher drop out rates that were assumed to be tied to higher standards. The extended school day appears to have influenced drop out rates more in schools with a majority of black students. The extended number of school days in a year does not seem to have a significant impact on the drop out rate. Probable impacts of these findings are analyzed.

[57]Trachtman, R. (1991). Early childhood education and child care: Issues of at-risk children and families. Urban Education, 26(1), 25-42.

This opinion paper discusses the lack of services and support our country provides for pre-school children, particularly at-risk, low-income, pre-school

children. The author feels there should be no separation between early childhood education and child care and that we, as a society, need to address both issues in affordable, quality programs.

The article uses different programs as examples throughout, including Head Start and the Perry Preschool. The private sector and the public sectors are discussed in terms of their values and efforts. Federal support especially is discussed.

Finally, the article talks of " a web of needs and services" which includes funding, full-time day needs, uneven quality of programs, equity and access and the needs of the whole family.

[58]Uroff, S., & Greene, B. (1991). A low-risk approach to high-risk students. NASSP Bulletin, 75(538), 50-58.

The staff at Apollo High School in the Simi Valley Unified School District in southern California believes that self-esteem produces achievement. The school provides an alternative educational program for students who have not succeeded in traditional high school environments. The school is structured around the needs of the students. At Apollo, students help establish the rules and share in responsibility to see that they are all followed.

William Glasser's control theory is used as a framework for working with the affective needs of at-risk students. He postulates that all human behavior is based on the individual's attempt to satisfy 5 generic needs - survival, belonging, power, freedom and fun. At-risk students need to get positive pictures of school in their heads before they will do work. They must experience attention, acceptance, appreciation and affection - the four As.

Pieces of Apollo's program include: (1) chronic attendance problems are dealt with by home visits by peers. This approach succeeds because it increases a sense of belonging; (2) a leadership class and team meetings are used to include all types of students from the school to develop agendas for student meetings. The teams decide issues like budget, graffiti, substance abuse problems, substance abuse education and behavioral problems.

Also, an active community service program is effective to establish self-esteem and the needs of belonging, power and fun. Strategies have been developed to deal with quality academic work. These include: performance based competencies, writing/word processing, and student essays.

Does it work? Recent findings are included that show great success with the program.

** [59]Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N., & Fernandez, R. R. (1989). Reducing the risk: Schools as communities of support. London: Falmer Press.

This book uses a qualitative research framework to look at 14 schools involved in educating at-risk students. The purpose of the authors of this book is threefold. One goal is to provide descriptions of good programs in real schools carried out by practicing teachers with students identified as at-risk of dropping out of school. These examples are to stimulate thinking and encourage action. A second goal is to provide practitioners and researchers with a theoretical framework for understanding at-risk students and their schooling. This may be the base for program development, research and/or evaluation. And, a third goal is to influence local and state policy-makers in a position to make important decisions about the extent to which schools respond constructively to at-risk youth.

Chapter 1 presents vignettes about some students and the schools they attend. Chapter 2 offers a historical perspective on the dropout issue and begins to develop a theory intended to be useful to practitioners concerned with the education of at-risk youth. Chapter 3 and 4 present more data by describing the diversity of students and schools studied. Chapter 5 presents data about the characteristics of school programs and further develops the theory about effective practices. It also defines school membership, a key concept in the theory by Wehlage et al. Chapter 6 analyzes the teachers and other key aspects of professional culture and school structure associated with school effectiveness. Chapter 7 offers qualitative and quantitative data describing the schools' impact on students. Chapter 8 returns to theory development by exploring the issue of engaging students in schoolwork. Chapter 9 concludes with a critique of the authors' findings about the effectiveness of the fourteen schools in educating at-risk youth. Chapter 10 summarizes findings and offers recommendations for policy-makers and practitioners. Appendix A discusses each of the 14 schools in further detail while Appendix B describes the research methodology.

[60]Welch, J., & McKenna, E. (1988). SWAS: School within a School. A middle level dropout intervention program (Report No. EA-020-600). North Kingstown Public Schools, RI. (ERIC Document Reproduction Service No. ED 302 919)

The program described here (SWAS) is geared toward a small group of average to above average middle school students who are not meeting success. Since these students fit the profile of a potential dropout, (apathetic toward school, acting out and disruptive in class and failing academically) the immediate goal is to reintegrate them successfully into their regular classrooms.

SWAS classrooms present opportunities to work on parallel classwork with individualistic instruction, though group lessons are taught when appropriate. One meeting per month with parents occurred and weekly meetings with teachers took place.

In the end of the year, 84% of the SWAS students improved their grades during the year in one or more courses. Teachers reported and rated 100% of the students as having improved in schoolwork and 95% as having improved in attitude toward school. Students also rated improvement for themselves. Parents reacted very favorably toward the program. They even reported improvements in attitudes and behaviors of the children at home.

[61]Werner, E. E. (1984). Resilient children. Young Children, 68-72. Washington, DC: National Association for the Education of Young Children, 1834 Connecticut Ave., NW, Washington, DC 20009.

Because even in the most stressed homes there are some children who appear to develop stable and healthy personalities, "resilient" children have become the focus of attention in order to try and discover what it is about them that makes them display this degree of resilience. This paper breaks down the examination of resilient children into several parts. First, the author postulates several protective factors; i.e. characteristics that "protect" at-risk children from extreme problems. The author talks of these protective factors as (a) protective factors within the child; (b) protective factors within the family and (c) protective factors outside the family -- peers and adults. Second, the author discusses the balance between vulnerability and resiliency. There are always threats to a child's balance and, even with resilient children, stresses may remove or alter the protective factors and open up a child to problems. This balance needs to be maintained by family, school and community. Finally, implications of the study of resilient children are given.